

Tears of a Tiger Day 1

Lesson Overview

Title: Tears of a Tiger Day 1

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Subject: Reading/Language Arts

Grade Level(s): 6–8

Duration: 48 minutes

Unit Description

This first lesson is part of a 12 day unit that introduces students to a very popular novel titled "Tears of a Tiger" and encompasses very important themes: drinking and driving, suicide and depression. In this particular lesson, students will create a KWL chart about the effects of drinking and driving using Pages application on iPad device. In this lesson, students will also start reading Tears of a Tiger on iPad and analyzing Chapter 1 and 2 of novel.

Lesson Description for Day

In this lesson students will learn to access and manipulate Pages application to create a KWL chart on "drinking and driving". In addition, they will learn to access iBooks application and navigate through chapters, highlight important words, enable dictionary, and bookmark. Students will start reading aloud Chapters 1 and 2 of novel.

State Standards

§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010.

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

(3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

Goals

Unit Goals:

1. Students are to improve reading and fluency using popular novel.
2. Students should be able to comprehend, inference and provide evidence from the text about various themes including: drinking and driving, suicide, depression.

Lesson Goals:

1. Students should be able to create a KWL using Pages application.
2. Students should be able to navigate through iBooks, chapters of books, locate dictionary, highlighting, and bookmarking tools within iBooks.

Methods**Anticipatory Set:**

Teacher will demonstrate the proper way to turn on iPad device and create a KWL chart on Pages via a projected document camera. Students are to first locate the Pages application on iPad. They are to spend 15 minutes creating a KWL chart about the theme drinking and driving. After students complete their KWL charts individually, they are to read their answers aloud to the class to engage in 5 minute classroom discussion.

Students will spend remainder of period (28 minutes) learning how to operate iBooks and its various tools. As a class, students will read aloud chapters 1 and 2 of Tears of a Tiger. While students are reading, teacher will pause to model ways to learn definitions using built in dictionary, highlight key words and bookmark pages.

At end of class, student will complete their "L" portion of the KWL chart. The teacher will also demonstrate proper way to close applications and hibernate iPad device.

Introduce and Model New Knowledge:

Recognition network: Students will locate Pages word processing application and discover features that resemble Microsoft Word. Students will also locate iBooks application and learn proper ways to swipe/slide across pages of a novel, highlight words, use dictionary and bookmark pages.

Teacher will model proper use of iPad device, including applications. Teacher will also introduce the literary term "theme".

Throughout the reading of the novel, teacher will pause and reinforce major themes, key ideas, vocabulary to students.

Provide Guided Practice: [Edit](#)

Have students pay close attention to teacher via projected document camera on how to locate Pages and iBooks and manipulate the features of the iPad device

Provide Independent Practice:**Strategic network:**

Remind students about the importance of reading and literacy and how technology has facilitated the process. We have gone from paperbacks to e-readers. Inform students about the ease of use and great features built into current iPad device.

Allow students plenty of time get acquainted with iPad gestures, swiping, and other functions. Students will be able to create a KWL using touch/gesture technology. In addition students will be able to change personal preferences within iBooks to best meet their reading needs.

Wrap-Up

At end of Chapter 2, teacher will ask about several questions about novel for understanding:

1. Who were the characters discussed in Chapters 1 & 2.
2. How does Chapter 2 end?
3. What do you know after reading Chapter 1 & 2 about drinking and driving?

Affective network:Teacher will ask students if they know anybody who has been a victim of drinking and driving. Students will share any experiences or thoughts about drinking and driving and how it can lead to societal problems.

Assessment

Formative/Ongoing Assessment:

Provide ongoing assessment through the lesson.

Throughout read aloud, observe and encourage student participation in class discussion, asking and answering questions, and volunteering comments and ideas.

Summative/End Of Lesson Assessment:

Students will complete the "L" portion of KWL chart started at the beginning of period. Students are to read aloud what they have learned about Chapters 1 and 2 and what is written on their "L" section of the KWL chart.

Materials

Books & Articles

- Tears of a Tiger
Students will need novel by Sharon Draper "Tears of a Tiger" in digital format (iPad)

Other Resources

- Document Camera and Projector
Teacher will need a functional document camera and projector to model the use of iPad device.
- iBooks
Student will need iBooks application
- iPad
Students will need iPad device (30)
- Pages Application
Students will need Pages application on iPad to create a KWL chart on Drinking and Driving